



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

Welcome! ¡Bienvenidos!

Consolidated Federal and State Grant
Application (CFSGA):
2017-2018
Title 1-C: Migrant





Consolidated Federal and State Grant Application: **CFSGA for Title 1-C Migrant in 2017-2018**

- **Overview of the Title 1-C Migrant 2017-2018 application**
- **Changes to the application for 2017-2018**
- **Help documents for districts to complete migrant planning**




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Idaho Department of Education Website

www.sde.idaho.gov



Sherri Ybarra
Superintendent of Public Instruction

I am humbled and honored to serve Idahoans as Superintendent of Public Instruction. Education has always been my focus and passion. With nearly 20 years of experience in all phases of education — from classroom teacher, to principal, and at the administrative level, I am keenly aware of the challenges facing educating our youth today.


We must work to make our students' lives better. Let's build upon success. Let's build upon Idaho's excellent schools, and renew our long standing commitment to helping schools and students flourish. ...

[More Superintendent Information →](#)


Topics Events

- [Idaho's Consolidated Plan](#)
- [Rural School Support](#)
- [Legislative Session](#)
- [Frequently Requested Data](#)
- [Ybarra Outlines Accountability](#)


[More Topics →](#)




Schools
Programs for personnel supporting schools




Students
Resources geared to help students achieve





Parents
Education programs to help your child achieve





Community
Community resources supporting education


 I S S E


 ADVANCED OPPORTUNITIES


 ASSESSMENT


 CERTIFICATION & PROFESSIONAL STANDARDS


 CHILD NUTRITION

 ENGLISH LEARNER & MIGRANT ED

 FEDERAL PROGRAMS

 IDAHO CONTENT STANDARDS

 INDIAN EDUCATION

 MASTERY EDUCATION

Click Here



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Idaho System for Educational Excellence (ISEE)



The Idaho State Department of Education has created the Idaho System for Educational Excellence (ISEE), a K-12 Longitudinal Data System, which supports our budgeting processes, data submissions, and delivers information to educational stakeholders to create data driven decisions.

Click Here

[Idaho System for Educational Excellence \(ISEE\) Portal](#) →

HIGHLIGHTS

INSTRUCTIONAL
MANAGEMENT SYSTEM

GETTING STARTED
WITH I S E E

DATA MONTHLY SUBMISSION
SCHEDULES



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IDAHO

STATE DEPARTMENT OF EDUCATION

Welcome to the Idaho State Department of Education Log On Screen

Please select your appropriate Organization from the drop down list, per the instructions below.

- Students – select the “Student” option
- Employees of the State Dept. of Education – select “SDE”
- District users – select your respective District name
- If your District name is not present – select “Other”
- All other users (including non-District) – select “Other”

-- Select Organization --



Continue to Sign In



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-- Select Organization --

SDE

- Other

- Student

Anser Charter (492)

Boundary County District (101)

Buhl Joint District (412)

Caldwell District (132)

Jerome School District (261)

Kuna Joint School District (003)

Lakeland District (272)

-- Select Organization --

Continue to Sign In

Click Here

Idaho State Department of Education Log On Screen

Organization from the drop down list, per the instructions below.

option

the State Dept. of Education – select “SDE”

Select your respective District name

If your District name is not present – select “Other”

All other users (including non-District) – select “Other”



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IDAHO

STATE DEPARTMENT OF EDUCATION

Log On

Please enter your username and password.

Account Information

User name:

ISEE User Name

Password:

Password

Sign In

Click Here

By entering your user name and password you represent that:

- You are an authorized user
- You have a legitimate educational interest for receiving the disclosure of information through access to Idaho State Department of Education information applications for which you are an authorized user
- You are responsible for ensuring that any re-disclosures of information by you complies with all applicable state and federal statutes and regulations

Applicable state and federal penalties may be imposed for the failure to act in a manner in accordance with the conditions above. The sharing of user account names and/or passwords to others is specifically prohibited and will result in the termination of your access to SDE applications as well as legal penalties if applicable.



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Log Out

IDAHO EDUCATIONAL PORTAL

All Sites



enter search words



Advanced

MY APPLICATIONS

Click CFSGA

- Annual Performance Report Application CFSGA
- Homeless SubGrant
- IDCI - Idaho District Contact Information
- Title I-D subpart 1 and subpart 2



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Title 1-C Migrant Plan

Let's take a look



Things to check first:



Log Off sseamount@edu.id

Consolidated Federal and State Grant Application - Beta

Links

Home

Contacts

Reports

Guidance, Instructions & Program Descriptions (Word)

Frequently Asked Questions (PDF)

2017-2018

Change Year

Prior year (new window)

District

Status: Not Submitted

Equitable Services

Fiscal Self Assessment

Title I-A Improving Basic Programs

Consolidated Schoolwide Budgets

Title I-C Education of Migratory Children

Title II-A Supporting Effective Instruction

English Learner Program

Title III-A English Language Acquisition

At A Glance More Info

Consolidated Federal and State Grant Application - Beta

Welcome to the Consolidated Federal and State Grant Application

District's application for federal and state funds for

ms:

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition & Immigrant Students
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program

ess includes completing a budget and a plan for the

funds. The completed application(s) must be submitted by June 30th.

Budgets and plans will be reviewed by the respective program directors

and coordinators by July 31st. A notification will be sent to each district

upon approval of all of the programs in the CFSGA. If there are any

revisions required, they must be completed before a grant award letter is

issued and money can be accessed in the Grant Reimbursement

Application (GRA).

work and cooperation of each district in this process.

ordinators are willing to provide technical assistance

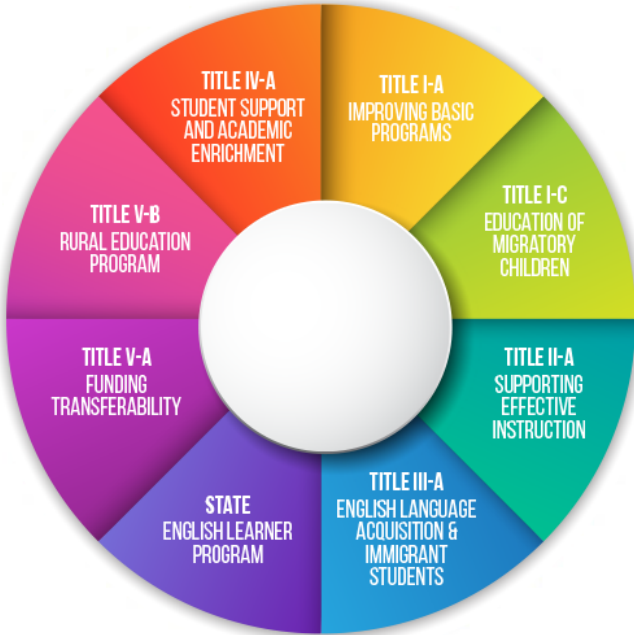
time. Contact information for each program can be

found under the Contacts link in the menu to the left. A link to the

Comment section is also located to the left for ISDE and district

communication concerning the plan during the application and approval

process as well as any necessary communication during the year.



- TITLE IV-A STUDENT SUPPORT AND ACADEMIC ENRICHMENT
- TITLE I-A IMPROVING BASIC PROGRAMS
- TITLE I-C EDUCATION OF MIGRATORY CHILDREN
- TITLE II-A SUPPORTING EFFECTIVE INSTRUCTION
- TITLE III-A ENGLISH LANGUAGE ACQUISITION & IMMIGRANT STUDENTS
- STATE ENGLISH LEARNER PROGRAM
- TITLE V-A FUNDING TRANSFERABILITY
- TITLE V-B RURAL EDUCATION PROGRAM



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Do 1st: Equitable Services

Equitable Services for Private Schools

General Info

Title I-A

Title I-C

Title II-A

Title III-A ELA

Title IV-A

Save

Title I-C Education of Migratory Children

Private School Data

Recalculate

All Saints Catholic School()

Number Migrant Students enrolled in the private school

Total Students:

☐ Remove Private School

7

7

Total Share:

\$500

Add Private School

a. Number Migrant Students enrolled in private schools:

7

b. Number Migrant Students enrolled in public schools:

25

c. Total Number Migrant Students (a+b):

32

d. Title I-C Allocation:

\$91,951

e. Title I-C Proportionate Share Percent (f/d):

0.5438 %

f. Title I-C Proportionate Share Amount (d*a/c adjusted for rounding or manually entered):

\$500



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Title 1-C: Overview

The screenshot shows the IDAHO State Department of Education website. The header includes the IDAHO logo and a red banner for the 'Consolidated Federal and State Grant Application - Beta'. A navigation bar contains tabs for General Info, Budget, Strategies and MPOs, MEP Supplementary Information, Summer Program, and Certification. The main content area is titled 'Title I-C Education of Migratory Children for fiscal 2017-2018' and features a 'District Name' input field with 'Print Preview' and 'Save' buttons. Below this is a 'Contact Info' section with a table of roles and contact information. Annotations include green arrows pointing to the navigation tabs, a green box with required roles, and a callout box about data verification.

Links

- Home
- Contacts
- Reports
- Guidance, Instructions & Program Descriptions (Word)
- Frequently Asked Questions (PDF)

2017-2018

- Change Year
- Prior year (new window)

District Name

Status: Not Submitted

- Equitable Services
- Fiscal Self Assessment
- Title I-A Improving Basic Programs
- Consolidated Schoolwide Budgets
- Title I-C Education of Migratory Children

Title I-C Education of Migratory Children for fiscal 2017-2018

General Info Budget Strategies and MPOs MEP Supplementary Information Summer Program Certification

District Name

Print Preview Save

Contact Info

The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission. Any changes, additions, or deletions must be made by resubmitting these files *which can be done at any time*. Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@sde.idaho.gov, if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title I-C Migrant Education Coordinator	A. [Name]	Main Business: (208) 397-3280 Main Business: (208) 397-4113	menneaa@abern58.org
Title I-C Migrant Education Family Liaison/Recruiter	T. [Name]	Main Business: (208) 397-3280 Main Business: (208) 397-4113	torrest@abern58.org

2 Required roles:
Family Liaison
MEP Coordinator


Check your data!
It came from IDCI. Is it right?



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Budget Page



General Info	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification	Validation Issues
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Title I-C Education of Migratory Children for fiscal 2017-2018


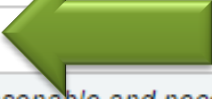
District Name

Print Preview

Save

Reminder: all expenditures must be reasonable, allocable and allowable.

Allocation for 2017-2018	\$91,951	
Carry-over From Previous Year as of 9/30/2017	\$0	Reasonable and necessary up to 15% of 2016-2017 allocation Click here to use the Carryover Calculator.
Re-allocation from 2016-2017	\$0	
Total Allocation	\$91,951	



- This will show your current allocation and your carryover.
- Use the Carryover Calculator (nifty tool) to show how you will use your carryover.



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Criteria for Use

Costs must be...

reasonable

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

allocable

A cost is allocable to a cost objective if the goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received.

allowable

A cost is allowable if it is necessary and reasonable for proper and efficient performance of the award and allocable to the award.



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Carryover Calculator

Boy, I hate getting the excessive carryover comment in CFSGA. Oh look, I can avoid it!

[Return to grant](#)

[Title I-C Carryover Calculator](#)



Introduction

LEAs and SEAs must obligate funds during the 27 months extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second succeeding fiscal year. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover (section 421(b) of the General Education Provisions Act (GEPA). No more than 15 % of an LEA's Title I-C allocated funds may be carried over to the next year.

Obligation

It is important to understand that "obligated" doesn't necessarily mean "spent". Obligation occurs when the agency or an LEA has entered into a binding commitment to pay out money, such as entering into a contract to pay for supplies or services. EDGAR section §76.707 includes detailed examples of obligation.

This calculator was developed as a reference only.

Enter District's expected balance as of 6/30/2017		\$12,210
<i>*Please verify the following:</i> Cash balance from the Grant Reimbursement Application (GRA) (-) less upcoming GRA requests for expenditures through 6/30/2017 (=) equals remaining balance as of 6/30/2017		
Estimated expenditures and obligations through 9/30/2017		
Enter salaries and benefits Personal services by an employee (not a contractor)	The services have to be performed before 9/30/2017; payroll payments can be processed after 9/30/2017	\$9,510



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Carryover Calculator

Print Preview Save **Warning: You have unsaved changes**

Estimated expenditures and obligations through 9/30/2017		
Enter salaries and benefits <i>Personal services by an employee (not a contractor)</i>	The services have to be performed before 9/30/2017; payroll payments can be processed after 9/30/2017	<input type="text" value="\$9,510"/>
Purchased Services. Enter payments to a contractor <i>(not an employee)</i>	Binding written commitment to obtain the services has to be signed before 9/30/2017; payments can be processed after 9/30/2017	<input type="text" value="\$550"/>
Enter travel expenses	Travel has to be taken before 9/30/2017. Note: Registration fees paid before 9/30/2017 for travel taken after 9/30/2017 are considered to be an obligation before 9/30/2017	<input type="text" value="\$1,000"/>
Enter payments for work other than personal services	Binding written commitment to obtain the services has to be signed before 9/30/2017; payments can be processed after 9/30/2017	<input type="text" value="\$0"/>
Enter acquisition of allowable supplies, materials and capital objects	Binding written commitment must be signed before 9/30/2017; payments can be processed after 9/30/2017. Example: Purchase Order	<input type="text" value="\$1,500"/>
Enter approved indirect cost charges	Services have to be received before 9/30/2017 <i>default =(2016-2017 budgeted indirect cost)/(15 months)*3 months)</i>	<input type="text" value="\$0"/>
Enter allowable rental expenses, such as training facilities	The property has to be used before 9/30/2017; payments can be processed after 9/30/2017	<input type="text" value="\$0"/>
Other*		<input type="text" value="\$0"/>
Total estimated carryover as of 9/30/2017	The carryover amount should be used between October 1, 2017 and September 30, 2018	<input type="text" value="- \$350"/>
Excess Carryover Calculator		
District's previous year allocation	District's 2016-2017 allocation (not including re-allocated funds or carryover)	<input type="text" value="\$91,951"/>
Maximum amount district may carry over into next fiscal year	Limited to 15 % of previous year allocation	<input type="text" value="\$13,793"/>
Excess Carryover Calculator	"Yes" - carryover exceeds allowable 15 % "No" - carryover does not exceed allowable 15 %	No

Summer School will often be part of carry-over since expenses may not all be incurred in June.

- Enter July/Aug payroll
- Enter materials or supplies planned to be purchased in summer (P.O.s not yet paid)

Over the limit?



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Budget: How much detail is enough?

Reminder: all expenditures must be reasonable, allocable and allowable.

Allocation for 2017-2018	\$91,951	
Carry-over From Previous Year as of 9/30/2017	\$12,210	Reasonable and necessary up to 15% of 2016-2017 allocation Click here to use the Carryover Calculator.
Re-allocation from 2016-2017	\$0	
Total Allocation	\$104,161	

Obj. Code	Description	Regular Term
100	Salaries	Amount: \$58,000 Description: Coordinator .25 FTE, Family Liaison 1.0 FTE, Graduation Specialist .5 FTE
200	Employee Benefits	Amount: \$26,901 Description: Benefits for above positions

This is ideal!

Salaries should include:

- # of staff
- Role
- FTEs

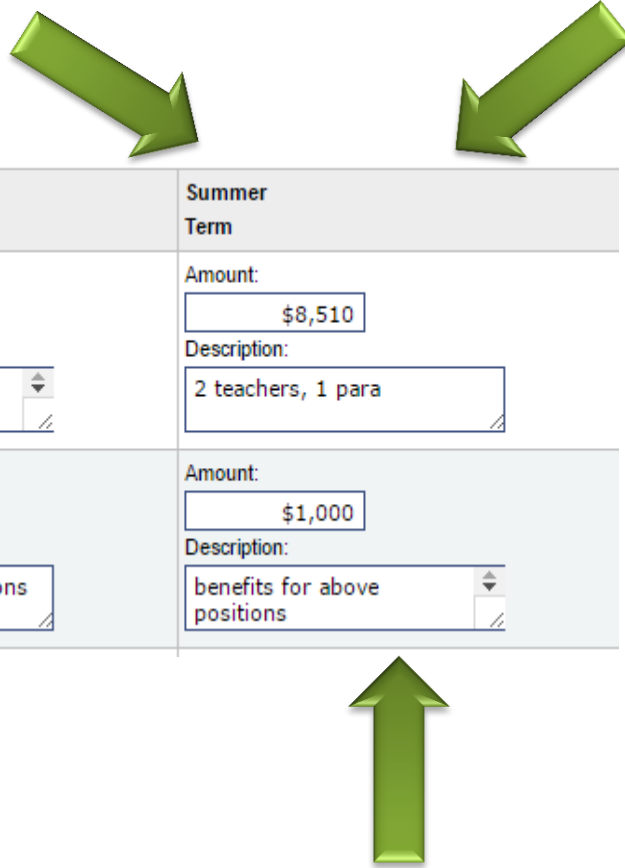
Benefits can be lumped together as here.



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Budget: How much detail is enough?



Obj. Code	Description	Regular Term	Summer Term
100	Salaries	Amount: \$58,000 Description: Coordinator .25 FTE, Family Liaison 1.0 FTE,	Amount: \$8,510 Description: 2 teachers, 1 para
200	Employee Benefits	Amount: \$26,901 Description: Benefits for above positions	Amount: \$1,000 Description: benefits for above positions

Want more \$ for next year?

You need something for summer term!

Consider adding summer school for your students and your future budget.



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Budget: How much detail is enough?

300	Purchased Services (non travel)	Amount: <input type="text" value="\$800"/> Description: <input type="text" value="National Migrant Conference registration"/>	Amount: <input type="text" value="\$550"/> Description: <input type="text" value="Field trip fees"/>
380	Travel Expense	Amount: <input type="text" value="\$4,500"/> Description: <input type="text" value="National Migrant Conference, liaison mileage"/>	Amount: <input type="text" value="\$1,000"/> Description: <input type="text" value="25% transportation"/>
400	Supplies and Materials	Amount: <input type="text" value="\$900"/> Description: <input type="text" value="School supplies, backpacks, coats"/>	Amount: <input type="text" value="\$1,500"/> Description: <input type="text" value="materials and books for kids"/>
500	Capital Objects	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>

Be reasonably detailed for 300, 380, 400, and 500, so that it is clear what the money is going to. You do not need to break down exact dollar amounts.

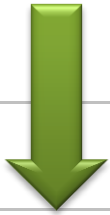
Busing for migrant summer school is reimbursable, so do not enter more than 25% of summer busing costs.



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Comments



- Please include a comment here to indicate that you have used the carryover calculator.
- Big changes in the budget or anything that might seem odd warrant a comment here too.

Comment/Narrative

See carryover calculator for use of carryover funds.



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MPOs & Strategies



General Info	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification
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Title I-C Education of Migratory Children for fiscal 2017-2018

ABERDEEN DISTRICT(058)

Print Preview Save

School Readiness	English Language Arts Achievement	Mathematics Achievement	High School Graduation	Non-instructional Support Services
------------------	-----------------------------------	-------------------------	------------------------	------------------------------------

↑ ↑ ↑ ↑ ↑

New areas with a new SDP...



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MPOs & Strategies

Briefly describe your plan for implementing the MPOs you checked. Examples are provided for each MPO.

- No need for complete sentences, don't write a novel, no spelling penalties
- Do say **what** your district will do and whenever possible, **who** will do it.

School
Readiness

English Language
Arts Achievement

Mathematics
Achievement

High School
Graduation

Non-instructional
Support Services

1.0 SCHOOL READINESS

Strategies and MPOs

Choose from the following strategies those that your site will use to meet the School Readiness objectives.

Note: Bolded items are high priority and are therefore required for all funded migrant education programs.


Strategy #	MPO	Strategy	Plan for Implementation
1.1.a	<input checked="" type="checkbox"/>	1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.	Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness and use (e.g., books and activities, etc.).
			Ex: Preschool parent nights with activities and materials to keep Home visits to preschool families with materials and activities.



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MEP Supplementary Information View



General Info	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification
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Title I-C Education of Migratory Children for fiscal 2017-2018


ABERDEEN DISTRICT(058)

Print Preview Save

1. LEA's Comprehensive Plan for Identification and Recruitment of Eligible Migrant Children
Outline the LEA's process of identifying and recruiting migrant children. Be very specific outlining how the migrant liaison is informed of a potential migrant student that enrolls in school and the process that then continues to determine eligibility. Also include how recruitment occurs within the community for potential migrant students not attending school (i.e., out-of-school youth (OSY)).

Response:

New Students enrollment and Detailed COE



Double click here – you will see a bigger box with all of your text. You can also cut and paste from another document.

No Change from 16-17



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MEP Supplementary Information

As in previous years, there are 6 areas to address:

1. ID&R Plan
2. Quality Control Procedures (7 parts)
3. PFS Process
4. Parent Advisory Council
5. Professional Development
6. Coordination with agencies/records transfer



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Certification



General Info	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification	Validation Issues
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Title I-C Education of Migratory Children for fiscal 2017-2018

Print Preview Save

Assured By:

sseamount@edu.id

Assurance Date: The Local Educational Agency will commit to the following obligations-

4/3/2017



1. Funds received under this part will be used only—

- For programs and projects, including the acquisition of equipment, in accordance with section 1306; and
- To coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families;

2. Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and part F;

3. In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parents of migratory children, including parent advisory councils for programs not less than 1 school year in duration, and that all such programs and projects are carried out—

- In a manner that provides for the same parental involvement as is required for programs and projects under section 1116 unless extraordinary circumstances make such provision impractical; and
- In a format and language understandable to the parents;

4. In planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school;

5. The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;

6. Such programs and projects will provide for outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services;

7. To the extent feasible, such programs and projects will provide for-

- Advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services;
- Professional development programs, including mentoring, for teachers and other program professional;
- Family literacy programs;
- The integration of information technology into educational and related programs; and
- programs to facilitate the transition of secondary school students to postsecondary education or employment; and

8. The District will assist the State in determining the number of migratory children under section 1303 (a) (1)

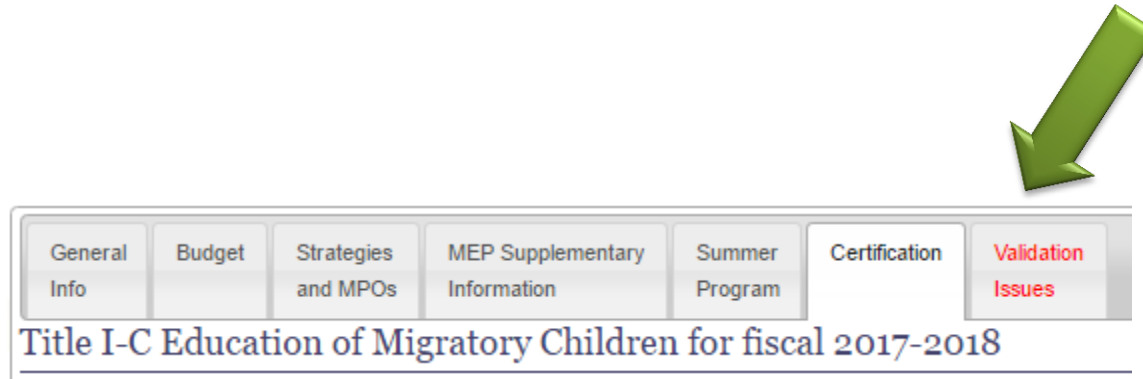
9. The district will consult with private school officials if there are eligible migrant children attending private schools in the district under section 8501 (a)



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Validation Issues

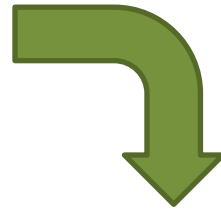


This will tell you if anything is missing or miscalculated for the Title 1-C Migrant section of the CFSGA.



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This is the goal – students who are career and college ready.



New Areas

What is new in 2017-2018



Regional ID&R Coordinator Budget



This is new this year and separates the position of regional ID&R coordinator from the regular district budget. This is a sub-award that is given to districts who house the regional ID&R coordinators.



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Regional ID&R Coordinator Budget

Allocations		
Regional ID&R coordinator Sub-Award for 2017-2018 For costs associated with housing a regional ID&R Coordinator		\$45,000
Carry-over From Previous Year as of 9/30/2017		\$0
Re-allocation from 2016-2017		\$0
Total available for 2017-2018 ID&R Coordinator		\$45,000
Budget		
Obj. Code	Description	2017-2018
100	Salaries	Amount: \$0 Description:
200	Employee Benefits	Amount: \$0 Description:
300	Purchased Services (non travel)	Amount: \$0 Description:
380	Travel Expense	Amount: \$0 Description:
400	Supplies and Materials	Amount: \$0 Description:
500	Capital Objects	Amount: \$0 Description:
Totals		\$0

This works just like the district budget with these additional considerations:

- Please take into account the supplies and technology needs of the regional.
- Regionals will need supplies for providing training.
- Travel will be higher as regionals travel
- Be sure to include travel to one national migrant conference (NASDME or ID&R Forum)



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Who has to do this one?

Only districts who house a regional ID&R coordinator need to fill out this separate budget.

Blackfoot

Cassia

Jerome

Nampa

Vallivue



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SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

Summer Application for Summer 2018



General Info	Budget	ID&R Coordinator Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification
-----------------	--------	----------------------------	------------------------	----------------------------------	-------------------	---------------

Title I-C Education of Migratory Children for fiscal 2017-2018

The summer school application has been roaming from Word, to Google forms, to Survey Monkey. It finally has a home where it belongs in CFSGA as it is part of your consolidated plan for your district.

Disadvantage: Super early (summer of 2018)

Advantage: Housed in one place, archived for multiple years, easy to approve and to refer back to, and easily printed



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Summer School Application

- Matches the Survey Monkey application for 2016-2017.
- Suggestion: copy and paste your 2016-2017 responses if they are generally consistent with what you plan to do in 2017-2018.
- The application will be re-opened for changes next spring.



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Summer School Tabs

General Info	Budget	Strategies and MPOs	MEP Supplementary Information	Summer Program	Certification
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Title I-C Education of Migratory Children for fiscal year 2017-2018

ABERDEEN DISTRICT(058)

Print Preview Save

Participation	Elementary Application	Secondary Application	Summer Certification
---------------	------------------------	-----------------------	----------------------

What type of summer program will be provided partially or completely out of migrant funds? (i.e. elementary program for migrant students or evening PASS course for a secondary graduate specialist, etc.)

☐ Elementary program (Please complete the Elementary Application and Certification tabs)

☐ Secondary program (Please complete the Secondary Application and Certification tabs)

☐ None (Please answer the four questions below)



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Participation: All Complete

Participation Elementary Application Secondary Application Summer Certification

What type of summer program will be provided partially or completely out of migrant funds? (i.e. elementary program for migrant only, evening PASS courses, or a secondary graduation specialist, etc.)

☒ Elementary program (please complete the Elementary Application and Certification tabs)

☒ Secondary program (please complete the Secondary Application and Certification tabs)

☐ None (Please answer the four questions below)

If None, why not?

If funding is the barrier, you could partner with neighboring a district to provide migrant summer services. List the districts you could partner with and any potential barriers.

If additional state migrant funding were available, would you be interested in summer services?

Would you like technical assistance to explore migrant summer school options?

☐ Yes

☒ No

What kind of summer school will you have?

- Elementary (complete app and cert)
- Secondary (complete app and cert)
- None (answer 4 questions below)

No Only



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Elementary Application

Complete briefly:

- Use Summer 2017 as a model for summer 2018.
- Know that we will open this application for changes next spring.
- Put in any information you expect to be similar or the same.
- If you aren't sure on one, say so.
- Do NOT leave any blanks.

Participation	Elementary Application	Secondary Application	Summer Certification
Elementary Summer School Director or Lead contact person:			
<input type="text" value="me test"/>			
Phone number:			
<input type="text" value="867-5309"/>			
Email Address:			
<input type="text" value="sss@school.org"/>			
Name of location where summer elementary program will be held:			
<input type="text" value="Blank Elementary"/>			
Address:			
<input type="text" value="111 1st Street
Somewhere, ID 83888"/>			
Anticipated number of Preschool migrant students to be served:			
<input type="text" value="15"/>			
Anticipated number of Elementary migrant students to be served:			
<input type="text" value="55"/>			
Anticipated number of Middle School or Junior High migrant students to be served:			
<input type="text" value="10"/>			
Elementary Program Dates:			
<input type="text" value="6/1/18-6/30/18 Mon-Fri"/>			
Elementary Program Times:			
<input type="text" value="8:30am-2:00pm"/>			
Number of days of instruction:			
<input type="text" value="22"/>			



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Secondary Application

Complete briefly:

- Use Summer 2017 as a model for summer 2018.
- Know that we will open this application for changes next spring.
- Put in any information you expect to be similar or the same.
- If you aren't sure on one, say so.
- Do NOT leave any blanks.

Participation	Elementary Application	Secondary Application	Summer Certification
<p>Notes: You may reply "Same as Elementary" for any questions where that is the case. Middle school and junior high student estimates are listed on both elementary and secondary applications so that you may include these students in the program that best fits the model of summer school program you are going to be holding.</p>			
<p>Secondary Summer School Director or Lead contact person: (In the case of a graduation specialist, please list the Migrant director):</p> <input type="text" value="me"/>			
<p>Phone number:</p> <input type="text" value="555-5555"/>			
<p>Email address:</p> <input type="text" value="xxx@school.org"/>			
<p>Name of location where summer secondary program will be held:</p> <input type="text" value="Blank High School"/>			
<p>Address:</p> <input type="text" value="222 2nd Street
Somewhere, ID 83888"/>			
<p>Anticipated number of Middle School or Junior High migrant students to be served:</p> <input type="text" value="10"/>			
<p>Anticipated number of High School migrant students to be served:</p> <input type="text" value="5"/>			
<p>Secondary Program Dates:</p> <input type="text" value="6/5/18-7/14/18"/>			
<p>Secondary Program Times:</p> <input type="text" value="8:00am-2:30pm"/>			



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Summer Certification- All Complete

Participation	Elementary Application	Secondary Application	Summer Certification
Certification Date: 4/12/2017 Certified By: sseamount@edu.id			
YES	Elementary/Secondary Summer Program Certification		
	<input checked="" type="checkbox"/> As the person completing this application, I certify that the information contained herein is accurate and will be used to guide the migrant summer school program.		
	<input checked="" type="checkbox"/> If someone else will be directing the summer school program, I will provide him or her a copy of this application and will ensure that it is used to guide the migrant summer school program.		
NO	No Summer Program Certification		
	<input type="checkbox"/> Not providing a Summer Program partially or completely funded out of migrant funds		



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For Non-Migrant Districts

Non-Project District Agreement

General Info	Certification	
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Something new and exciting...



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Non-Project District Agreement

- Exciting new opportunity for districts WITHOUT a migrant program to serve migrant students needs.
- Many districts have a small number of migrant students, but no migrant program.
- This will allow our regional ID&R coordinators to work with these small districts recruit and serve small pockets of migrant students.



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Who Fills This Out?

- Only those districts who do not have an allocation will see this agreement.
- It is “opt in” not “opt out.” So districts can answer based on their understanding of the program and their belief that there may (or may not) be migrant students in the district.



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Introduction

Non-Project District Agreement

General
Info

Certification

Print Preview

Save

The migrant program is designed to help provide services to our most vulnerable student population. Although migrant students are more likely to graduate than they were in 1966 (10% graduated then), nationally they are still the most likely to drop out students of any subgroup (66% graduated in Idaho in 2014-2015).

In order to identify and serve migrant students in districts that do not currently have a migrant program, you have the option of receiving services through our State regional identification and recruitment coordinators. The following agreement will define the responsibilities of the district and the State regional ID&R coordinator in order to coordinate services.



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The Agreement

The State regional ID&R Coordinator will-

- identify students who qualify for the migrant program.
- share information regarding the migrant program and the status and needs of migrant families in the district with the district migrant contact person.
- provide migrant services to migrant students and families.
- provide posters/flyers or other recruiting supplies for the district to provide to potential migrant families
- visit the district at least quarterly to consult with district staff regarding the migrant program and migrant student needs.
- provide support via phone, email, secure site or in person to district staff regarding the migrant program and to ensure student are being identified and receiving services.



What the State will do



What the district will do

The district will-

- share contact information and enrollment data on new students enrolled in the district with the regional ID&R coordinator.
- identify a migrant contact person or people in the district. This person will communicate with the regional ID&R coordinator and/or the State Department of Education as needed.
- share information about migrant program benefits with parents and secondary students.
- post posters in schools where parents will see them and distribute flyers to potential migrant families.
- administrators, district office staff, and secretaries will attend a 1 hour migrant training webinar explaining the migrant program and the benefits to students.
- administrators will share information regarding meeting the unique needs of migrant children and migrant student lists with classroom staff.



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Non-Project District Agreement

Certification:

- ☐ Yes. I believe that agricultural workers reside in the district and the district intends to participate in identifying and serving migrant students by fulfilling the district responsibilities as described above.
- ☐ No. The district does not intend to participate at this time.

If you opt in, please contact your ISEE coordinator for your district to add someone as the contact for the district in the Migrant Education Coordinator role in IDCI. This will get you 1-2 emails per month with important information on the migrant program.



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Help for completing the CFSGA for Migrant



New Help: Sample Plans

The purpose of creating these was to provide examples of Migrant plans that address meeting the MPOs that would work within different budgets. They are also intended to help with the CFSGA process since each plan includes activities, strategies, staffing needed, and budgeting estimates. They are completely adaptable and can be used in any way that helps you.

Economy Plan	<\$20,000	A modest plan for districts of modest means, but still important to families and students
Value Plan	\$20,001-\$70,000	A plan that brings real value to migrant families without breaking the bank
Deluxe Plan	>\$70,000	Think big and serve all your migrant student, young and older



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Economy Plan

Idaho Migrant Education Program
Sample District Migrant Plan

*.8 FTE Salary & benefits
**Optional

Economy Plan (Less than \$20,000)

Strategy	MPO	Person Responsible	FTE	\$	Summer School	MPO	\$
Recruiting	N/A	Migrant Liaison	.5 FTE	\$12,000* \$ 2,600*			
Parent Involvement 2 PAC Meetings (with a neighboring district?) teaching parents about US school expectations and processes, grade promotion, graduation requirements, and parent strategies for helping children succeed in school.	2.4 3.1	Migrant Liaison Migrant Director	.1 FTE	\$300			
1.0 School Readiness Migrant Seasonal Head Start Partnership and referrals	1.2	Migrant Liaison	n/a		Summer Preschool with neighboring district (3 weeks)**	1.1	\$700
2.0 Academics of Reading & Mathematics Monitor student progress and provide communication between school and home to increase student engagement	2.3	Migrant Liaison	.2 FTE	See above	Summer School with neighboring district (3 weeks – 3 hours/day minimum)**	2.1	\$1,500
3.0 Graduation (optional) 2 Student and/or parent activities promoting college and career readiness (FAFSA night, college visit, CAMP presentation, etc.)	3.2	Migrant Liaison Migrant Director	n/a		Summer PASS program with face-to-face time**	3.3	\$500
Professional Development Presentation at fall staff meeting to all staff explaining needs of migrant children (how they qualify, the difficulties created by frequent moves, how to engage students and parents)	3.4	Migrant Director with Migrant Liaison	n/a		Summer School Staff PD (30 minutes minimum)**	3.4	\$100
Additional Supportive Services (optional) School supplies, technology checkout, reading materials or other home resources to give or lend	n/a	Migrant Liaison	n/a	\$600			\$700
Travel Training and home visits	n/a			\$500			\$500
Totals:				\$16,000			\$4,000



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Value Plan

Idaho Migrant Education Program Sample District Migrant Plan

Value Plan (\$20,000-\$70,000)

Strategy	MPO	Person Responsible	FTE	\$	Summer School	MPO	\$
Recruiting	N/A	Migrant Liaison	1		Summer Liaison		
Parent Involvement <ul style="list-style-type: none"> 2 PAC Meetings for planning & feedback 2 parent events teaching parents about US school expectations and processes, grade promotion, graduation requirements, and parent strategies for helping children succeed in school. 	2.4 3.1	Migrant Liaison Migrant Director	.1	\$600			
1.0 School Readiness <ul style="list-style-type: none"> Migrant Seasonal Head Start Partnership and referrals 	1.2	Migrant Liaison	n/a		Summer Preschool (3 weeks minimum)	1.1	
2.0 Academics of Reading & Mathematics <ul style="list-style-type: none"> Migrant homework club before or after school (30 minutes/day October-March) Mentoring program (frequent monitoring student progress, meet with students periodically, and provide communication between school and home to increase student engagement) 	2.3 2.4	Migrant Paraprofessional	.3		Summer School (3 weeks – 3 hours/day minimum)	2.1	
3.0 Graduation <ul style="list-style-type: none"> 2 Student and/or parent activities promoting college and career readiness (FAFSA night, college visit, CAMP presentation, etc.) Graduation Specialist program with monitoring, mentoring, support, collaboration with mainstream staff 	3.2	Graduation Specialist Migrant Liaison Migrant Director	.7		Onsite Summer PASS program or Secondary summer school support (grad specialist)	3.3	
Professional Development Presentation at fall staff meeting to all staff explaining needs of migrant children (how they qualify, the difficulties created by frequent moves, how to engage students and parents)	3.4	Migrant Director with Migrant Liaison and Graduation Specialist	n/a		Summer School Staff PD (30 minutes minimum)	3.4	



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Deluxe Plan

Idaho Migrant Education Program Sample District Migrant Plan

Deluxe Plan (>\$70,000)

Strategy	MPO	Person Responsible	FTE	\$	Summer School	MPO	\$
Recruiting	N/A	Migrant Liaison	1/100 students		Summer Liaison		
Parent Involvement <ul style="list-style-type: none"> • 4 PAC Meetings for planning & feedback • 2 parent events teaching parents about US school expectations and processes and parent strategies for helping children succeed in school. • 2 secondary student/parent events to explain grade promotion and graduation requirements, and academic and PTE programs offered through the school 	2.4 3.1	Migrant Liaison Migrant Director	.1	\$600			
1.0 School Readiness <ul style="list-style-type: none"> • Migrant Seasonal Head Start Partnership and referrals • Site-based preschool or • Family Bi-literacy program (6 visits minimum) 	1.2 1.1 1.3	Migrant Liaison or Migrant Preschool teacher	n/a 1		Summer Preschool (4 weeks)	1.1	
2.0 Academics of Reading & Mathematics <ul style="list-style-type: none"> • Migrant homework club before or after school (30 minutes/day October-March) • Mentoring program (frequent monitoring student progress, meet with students periodically, and provide communication between school and home to increase student engagement) 	2.3 2.4	Migrant Paraprofessional Migrant Paraprofessional	.2 .5 .2		Summer School (4 weeks - 5 hours/day including 40 hours of reading/math, STEM activities, bi-national teacher, and educational field trips)	2.1	
3.0 Graduation <ul style="list-style-type: none"> • 2 Student and/or parent activities promoting college and career readiness (FAFSA night, college visit, CAMP presentation, etc.) • Graduation Specialist program with monitoring, mentoring, support, and collaboration with mainstream staff • Migrant academic success class, Migrant ESL class or other Migrant class at secondary 	3.2	Migrant Liaison Migrant Director Graduation Specialist Migrant Certified Teacher	.1 1/75 students .2		<ul style="list-style-type: none"> • Onsite Summer PASS program or • Secondary summer school support (grad specialist) or • Migrant Classes for credit accrual • Migrant volunteer/mentoring program with elementary summer program 	3.3	



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Sample Supplementary Information Document

This document is intended to provide a sample answer to each of the Supplemental Documents questions. It is also intended to help with the CFSGA process since it gives a starting place for districts to consider when writing answers to the various questions. It includes samples for each area, including the Quality Control Plan. Everything is adaptable and can be used in any way that helps you.



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Wrapping up

How to complete the application
and where to get help



Equitable Services
Fiscal Self Assessment
Title I-A Improving Basic Programs
Consolidated Schoolwide Budgets
Title I-C Education of Migratory Children
Title II-A Supporting Effective Instruction
English Learner Program
Title III-A English Language Acquisition
Title III-A Immigrant Education Program
Title IV-A Student Support and Academic Enrichment
Title V-A Funding Transferability
Title V-B Rural Education Program
Combined Budgets
IDCI Contacts
Comments
Submit/Assurance

Plan Submission – Don't forget to submit!

- Submit only after ALL federal programs are complete
- Clicking submit will notify SDE – otherwise we won't know it's complete
- If you need to revise – you must contact Elmira Feather to “unlock” your plan



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Where to Get Help Online

Links

Home

Contacts

Reports

Guidance, Instructions &
Program Descriptions (Word)

Frequently Asked Questions
(PDF)

View CFSGA Videos



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Upcoming CFSGA Writing Workshops

Idaho Falls

April 25th & 26th

Twin Falls

April 27th & 28th

Coeur D'Alene

May 3rd

Nampa

May 10th & 11th



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WHO Should Attend and WHAT to Bring to the CFSGA Writing Workshop:

- Bring the Business Manager, Federal Program Director, and other Staff who contribute to the CFSGA for the LEA.
- Ensure that the CFSGA writer has access to the application.
- Bring the carry-over amount for each of the federal programs.
- Bring the LEA's plan for the 2017-2018 budget of activities based on needs assessment. Be specific!

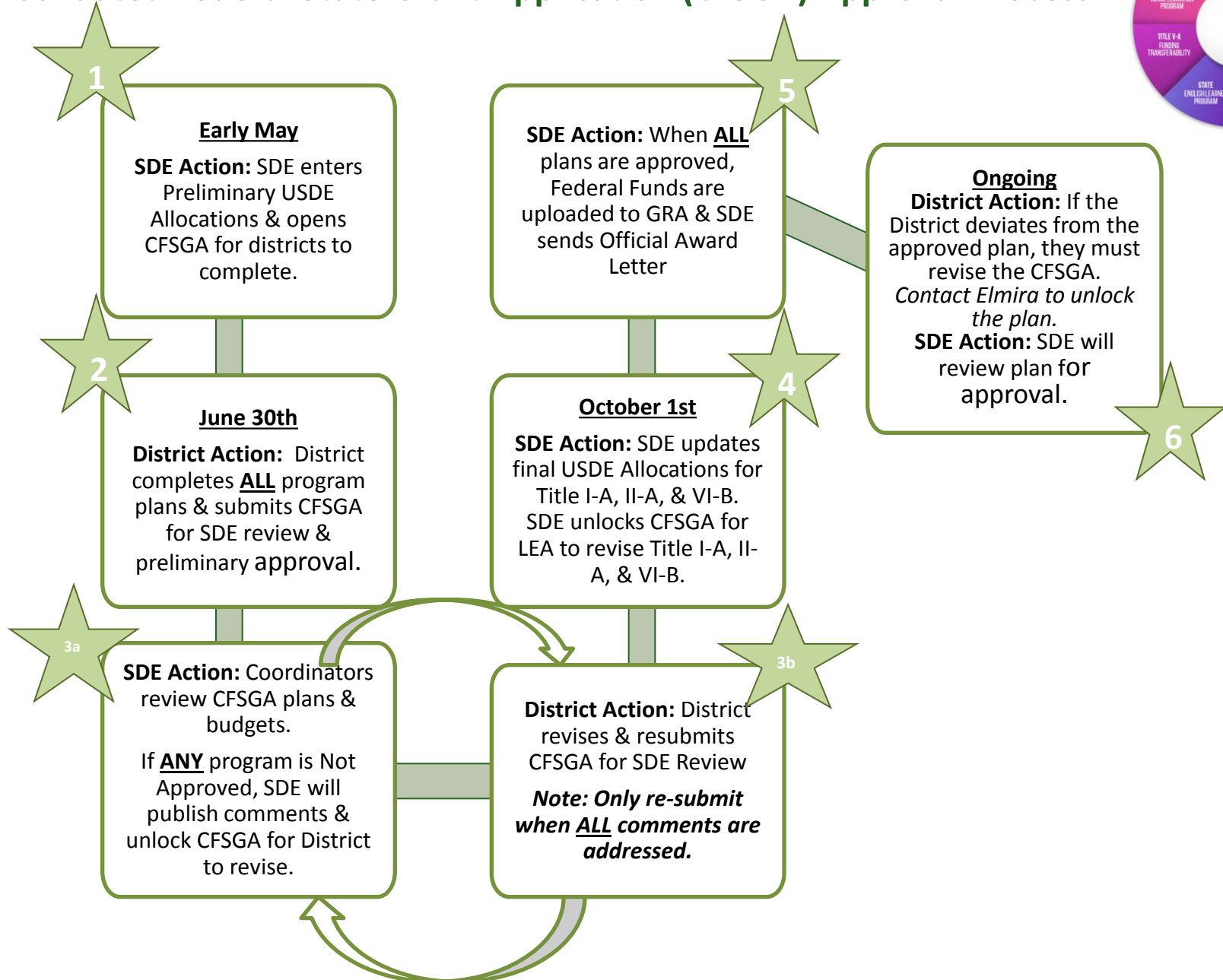


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Idaho State Department of Education

Consolidated Federal State Grant Application (CFSGA) Approval Process



Contact Information

Sarah Seamount

Migrant Education Coordinator

sseamount@sde.idaho.gov

(208)332.6958

Elmira Feather

Federal Grants Coordinator

efeather@sde.idaho.gov

(208)332.6900



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Who Do I Contact for Questions and Concerns?

Migrant Questions

- Regional ID&R Coordinators: Aracely Cornejo, Christina Alvarez, Irene Rayas, Lance Robertson, Peggy Pickett, Robert Gomez
- Sarah Seamount 332-6958
- Kelly Wheeler 332-6907
- Christina Nava 332-6876

Title III Funded Districts (33) and Districts who are Not Participating/Undecided Consortium (11)

- Alissa Metzler (Program Questions) 332-6905
- Melanie Jones (Assessment) 332-6968
- Christina Nava 332-6876

Title III Districts who are Participating in Consortium (44)

- Leola Bailey
- Susan Caywood
- Alissa Metzler 332-6905
- Christina Nava 332-6876

Contact Information

Federal Programs Department	Marcia Beckman, Associate Deputy Superintendent		208.332.6953
<ul style="list-style-type: none"> ➤ State English Learner Program ➤ Title I-C: Migrant Education Program ➤ Title III: English Learner & Immigrant Students Program 	Dr. Christina Nava, Director	cnavas@sde.idaho.gov	208.332.6876
Title III: English Learner Program	Alissa Metzler, Coordinator	ametzler@sde.idaho.gov	208.332.6905
Title I-C: Migrant Education Program	Sarah Seamount, Coordinator	sseamount@sde.idaho.gov	208.332.6958
Federal Programs	Karen Seay, Director	kseay@sde.idaho.gov	208.332.6978
Title I-A: Improving Basic Education Program	Kathy Gauby, Coordinator	kgauby@sde.idaho.gov	208.332.6889
Title II-A: Teacher & Principal Quality Program	Teresa Burgess, Coordinator	tburgess@sde.idaho.gov	208.332.6891
<ul style="list-style-type: none"> ➤ Title VI-B: Rural & Low-Income Schools Program ➤ Title IX-A: McKinney-Vento Program ➤ Title I-D: Neglected/Delinquent Education Program 	Tina Naillon, Coordinator	tmnaillon@sde.idaho.gov	208.332.6904
Federal Grants Coordinator	Elmira Feather, Coordinator	efeather@sde.idaho.gov	208.332.6900
School Improvement/Educator Effectiveness	Tyson Carter, Coordinator	tcarter@sde.idaho.gov	208.332.6917
Family and Community Engagement (FACE)	Jill Mathews, Coordinator	jmathews@sde.idaho.gov	208.332.6855



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